



# PRESCHOOL HANDBOOK

City of Milpitas  
Recreation Services  
Preschool Program

# CITY OF MILPITAS

## PRESCHOOL PROGRAM

*The City of Milpitas Preschool  
is dedicated to providing a nurturing  
learning environment in which young children  
and their families may explore and grow.*



457 East Calaveras Boulevard  
Milpitas, CA 95035  
(408) 586-3204  
TDD: (408) 586-3208  
FAX: (408) 586-3295



## **PHILOSOPHY**

The preschool years are very critical in a child's life. At an accelerated rate, they are beginning to learn who they are, who other people are, and what the world around them is all about. Our goal is to provide a stimulating, enriching, and varied indoor and outdoor environment, which will foster creative learning, positive self-esteem and social development.

We believe that "play" is essential for children to learn. Our program offers a wide variety of activities in order to give children the opportunity for self-discovery and the freedom to create by using their own imagination through individual choices.

We view the child as a whole, which means we facilitate each child's social, emotional, intellectual, and physical growth. We create activities which allow the children to express themselves in all of these areas, and find meaning in their experiences.

We believe it is important that each child develop a positive self-image. By teaching them appropriate ways of getting along with others, we help the children develop positive relationships with one another and their teachers. Children feel good about themselves and their world when they know how to make friends and solve their problems.

We believe in creating a "yes" open environment with reasonable boundaries. Our preschool is designed for safe, as well as fun, and challenging activities. We strive to compliment the home and neighborhood surroundings.

We believe that children learn self-responsibility by receiving guidance from parents and teachers in conjunction with good self-esteem. Whenever it is appropriate or necessary, teachers intervene in children's activities and talk to them about alternate behaviors and solutions. We strive to offer information and challenges which will facilitate each child's unique development.

## **GOALS**

- To create a positive learning environment with challenging activities to appeal to children at their own developmental pace.
- To provide a safe play environment with clear boundaries.
- To offer a wide variety of experiences with materials and with people.
- To allow children to make choices in selecting friends and activities.
- To help children learn different ways of resolving problems.
- To create an environment which children and adults can interact with openness, understanding and compassion.
- To partner together with each parent to help their child succeed.
- To be aware of and respond to each child's social, emotional, physical, intellectual, and language development needs in all activities.
- To provide educational and challenging experiences.
- To assist children with acknowledging, accepting, and verbalizing their emotions.

- To promote the development of each child's self-esteem.
- To create opportunities for children to experience success and mastery by teaching them new skills.
- To support each child's effort in reaching his/her potential.
- To give the children lots of time to pursue their own ideas.

*"No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure."* - Emma Goldman

## **CLASSROOM CALENDARS**

Your preschool teacher will provide you with a calendar of learning objectives for your child's class. Calendars are tentative and may change without notice.



## **SHARING**

Sharing is an important feature of the preschool experience. It offers each child an opportunity to express their own thoughts and feelings while being listened to by their peers.

On designated days, your child may bring a favorite item(s) from home to share with their classmates. During circle time, each child shows the group what was brought from home and then talks about its special qualities.

Fragile toys may get broken in the course of free play. Please keep them at home. We ask that no play guns or weapons be brought to school, as well as fighting action figures.

## **TEACHER/PARENT PARTNERSHIP**

Parents are welcome in the classroom. Parents volunteering on a regular basis will be required to complete an MVP (volunteer) application and pass the screening and interview. This process requires a fingerprint background check through the Department of Justice. Please call the Preschool Coordinator at (408) 586-3204 for additional questions.



# Quick & Easy Nutrition Tips

## HEALTHY EATING HABITS/SNACKS

In an earnest effort to promote health and fitness, please provide a daily nutritious snack and drink for your child.

The preschool is partnering with the City of Milpitas to encourage healthy eating in children. Here are some strategies for better nutrition.

1. Aim for (5) servings of fruits and vegetables a day (preschool snack time is a perfect opportunity).
2. Eat healthy snacks.
3. Eat sugary foods in moderation.
4. Serve kid-size portions.
5. Incorporate physical activity into daily routine.

We welcome birthday celebrations, store bought items, but request that you inform the teachers ahead of time. Please no caffeinated drinks.

## Pointers For Parents

### PARKING NOTICE

Please observe “No Parking Handicap” spaces. Parking is difficult at the Community Center. Parking in the Staples Office Supply lot is available. Please allow ample time to both drop your child off and pick him/her up from preschool classes on time. Please escort your child to and from the preschool. Never leave your child unattended.

### DROP-OFF AND PICK-UP POLICIES

**Drop-off:** When you arrive, please wait with your child in the Community Center lobby until the teacher comes to meet you. Make certain that your child does not run, climb, or hide in the waiting area. Please keep in mind that our teachers begin their classes right away and they may not have time to meet with you unless you make prior arrangements. Parents are required to sign their children in and out each day. Please make every effort to have your child at class on time. If your child will be absent from school, please call our office at 586-3204 to inform the teachers.

**Pick-up:** Please pick up your child **on time**. Children become easily upset when their parents are late. Tardy pick-ups interfere with our teacher’s prep time. If you have an emergency and cannot avoid being late, please inform our main office at 586-3210. When necessary for another adult to take your child home, please make advance arrangements with the teachers. Children will only be released to those listed on your emergency form.

**Late Pick-ups:** A late fee of \$10.00 will be charged for every 10 minutes your child is late getting picked up after class. Parents will be invoiced these late fees.

Please avoid standing in the hallways; the congestion becomes a fire hazard.

## CLASS AND CANCELLATIONS / REFUNDS



1. All classes have minimum and maximum enrollment requirements. A class will be canceled if enrollment is below the established minimum requirements.
2. In the event it becomes necessary for the Recreation Services Department to cancel a class, all registered participants will be notified and a full refund will be issued by mail.
3. Refund requests must be approved by the Preschool Coordinator. A \$5.00 service charge will be withheld for all refunds and credits, unless the activity is canceled by the office. There will be NO REFUNDS given after the 1<sup>st</sup> month of classes.
4. Pro-rated refunds may be given at the discretion of the Preschool Coordinator for dropped children due to transitional difficulties. There are no partial refunds for vacations.

### Important Notes:

- A minimal fee may be charged for field trips and cooking supplies.
- All Animal Crackers and Kinderkid children are required to be toilet-trained. No pull-ups allowed.

*"We need four hugs a day for survival.  
We need eight hugs a day for maintenance.  
We need twelve hugs a day for growth."  
- Virginia Satir*



## POTTY TRAINING

All children enrolled in Preschool need to be independent in the bathroom. When children enter our Animal Crackers classes it is common to encounter an occasional bathroom accident. To encourage success, please consider the following suggestions with your child:

1. Have little to drink before coming to class.
2. Teach your child to recognize the early signs of having to go to the bathroom.
3. Teach your child to communicate directly to either of the teachers with the following suggestions: "I have to go to the bathroom or potty." If a child does not yet speak English, he/she needs to go to the teacher and non-verbally express his/her needs.
4. Pull-ups are not allowed. If a child needs to wear them, he/she is not ready for preschool.

Parents will be called to change their child's clothes if the child has a bathroom accident. Children with frequent accidents demonstrate they are not ready for preschool and will be dropped from the program.



## SEPARATION / ANXIETY

For many children preschool is their first exposure to being away from the family. To help the teachers build important relationships with the children, we encourage parents to show their support by waiting in the lobby during these transitional times. We also suggest a family photo be sent with the child to class each day.

Separation anxiety is very normal for both parents and children. When a child begins preschool there can be a sense of sadness promoted by having to adjust to being apart from family in a new setting. Some children become overwhelmed by this separation from their parents and aren't able to cope in the new environment. Sometimes, anxiety is compounded by the thought of a younger sibling or baby alone with the mother at home. Other times, parents unknowingly impart their worries upon their children. It is crucial for parents and teachers to partner together in presenting a safe and happy learning environment for their children to flourish in.



It is suggested that parents take 3-4 class days to be available during this adjustment time, primarily with Animal Cracker children. It is important that children are encouraged to become part of the preschool environment with brief good-byes from parents once the children are signed in for the day. We suggest your child bring to preschool a meaningful item such as: stuffed animal or family photo. This will extend the security of home in this new setting. Please do not prolong your departure or come back several times. Please do not sneak out of the room without saying good-bye to your children.

A separation anxiety relapse can be triggered by any disruption from the daily routine or other sources of stress. For example, having been out sick, another family member's illness, a sibling's birth, moving to a new house, or even having a new teacher can cause your children to need more of your patience and understanding.

Overcoming separation anxiety takes time and is different for each child. Your child will learn through your consistency that good-byes are followed by happy returns with a fun learning time in between. May these tips bring a better awareness of how to both understand and tackle separation anxiety with you and your little ones. It is our desire as preschool educators to partner together with you for the success of your child.

#### **Preschool Readiness Tips:**

*"The laughter of a child is the most beautiful music on earth..."*

Work with your child at home to:

1. Follow simple directions with parental consistency. This builds a sense of purpose and respect.
2. Create healthy boundaries by encouraging and enforcing what is acceptable and what is undesirable behavior.
3. Promote independence and build a sense of competence by allowing your child to do all the things they know how to do without your help.
4. Take the time to listen carefully when your children speak.
5. Let your yes's and no's be firm. Children are better prepared to respond patiently and obediently in other places outside your home.
6. Be nurturing and kind with your communication, for this tells your children you love them unconditionally. Play with them.
7. Allow your children to play with other children. This helps them to grow socially and emotionally while using their imagination.
8. Please speak English, especially if English is a second language. Your child will feel more comfortable in the adjusting process of attending preschool.

Preschool is a learning environment to both acknowledge and seek to understand each child's feelings. We encourage children in problem-solving and taking responsibility for their actions. We re-direct a child in support of making better choices when necessary. This fosters respect for their classmates and benefits their socialization experience in our preschool. We encourage appropriate behavior, we focus on the problem, not the child. Our ongoing goal is to empower the children to be confident in their decision-making and enjoy positive results. We invite the strategy of positive approaches to guiding the children and maintaining a "yes" environment.

Please do not wait in the hallway and observe your child through the windows. Seating is available in the front or back lobby. When your child sees you, he/she will seek your attention and have more difficulty adjusting in the new preschool setting. This may also effect the other new children. It is also difficult for parents to understand classroom situations while viewing your child through the windows. The teachers are eager to get to know your child and begin a special relationship. Our goal is for your child to learn to trust the teachers. It is our earnest desire that we partner together for the success of your little one. Open communication is the key. We are available after class each day to discuss your child's progress and gain a better understanding of him/her. We ask that you please keep the teachers informed of any unusual happenings in your child's life.



The Preschool Coordinator reserves the right to move or drop students if it is determined to be beneficial to the class as a whole. If a child is disruptive or dangerous to himself/herself or other children, if separation anxiety is excessive, if the child is not totally potty trained and has repeated problems, the child may be dropped until these problems can be resolved. If any of these issues are observed by teachers, parents/guardians will be contacted and consulted in designing an appropriate course of action to try to solve the problem. However, there are circumstances whereupon the child's needs may be greater than we can provide, or the child may not be developmentally ready for our preschool. If it necessary to drop a child, parents will receive a refund.

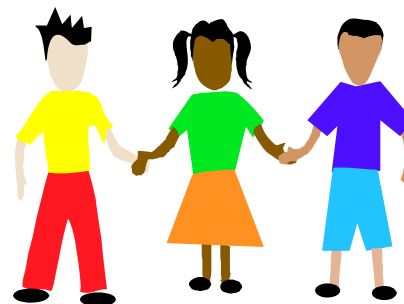
In our goal to foster self-esteem and respect for others, children are asked to keep their hands to themselves. We ask that your child not bring any super-heroes or weapons for sharing, as well as engage in that type of pretend play while at preschool.

### **PRESCHOOL CLASSES**

The City of Milpitas Preschool Program offers two different classes. Each class focuses on each child's unique learning and developmental processes. The children prosper in a "yes" setting, where opportunities for learning abound. The preschool environment is intended to encourage exploration, imagination, and social development.

#### **ANIMAL CRACKERS** - ages 3-4 years (36-59 months) **and not** entering Kindergarten in the Fall:

This class is designed to introduce your son/daughter to a preschool program. It offers many new and enriching experiences. Because this may be your child's first social experience with other children their own age, we take special care to assist your child with this developmental step.



In this class, your child will be encouraged to develop their communication and sharing skills, which are so important to their social development. In addition, basic concepts such as shapes, colors, and numbers, as well as creative arts and crafts, are introduced and emphasized. We also facilitate creative play, movement exploration, body awareness, and music interpretation. We provide a wide range of learning experiences for the children, allowing them to grow in their own way and in their own time.

#### **KINDERTOTS** - ages 4-5 years (48-71 months) **and are** entering Kindergarten in the Fall:

This class is a kindergarten-readiness program. Children will be exposed to a variety of new experiences in an effort to introduce them to the skills that will be more fully developed in kindergarten.

On a daily basis, we focus on fine motor skills: painting, puzzles, as well as gross motor skills. Numbers and letters are introduced, while colors and shapes continue to be emphasized. We also assist the children with their social and emotional development by teaching them skills in the areas of ability to follow directions, self-control, cooperation, and flexibility.

The preschool curriculum encourages productive play as children explore their world. The process of applying different art mediums is emphasized more than the end product, while the children learn how to utilize many art tools. Music and story time are an important contribution to each day. The curriculum includes weekly science/cooking projects and frequent field trips.



Children learn cooperation, problem solving, language, mathematics, and develop curiosity, self-esteem, strength and coordination, self-direction and values; for example, through their play. A child's play is their work. The teachers create stimulating settings that encourage a child's intuitiveness and social skills.



The City of Milpitas Preschool pursues a developmental approach to its curriculum. Play is the work of young children. The teacher's role is to prepare the environment by offering materials that encourage learning. The classroom is divided into "learning centers" (example: blocks, art, music, reading, dramatic play). A child has free choice as to what activities they want to participate in. Developing social skills is the main focus.

Listed below are examples of how children work during their play to learn and to teach your child readiness skills. We have listed them to help you recognize the value of activities you will see, or hear about during the year. The Preschool teachers educate in ways that make learning new skills fun.

### ANIMAL CRACKERS AND KINDER KIDS READING READINESS ACTIVITIES

Reading readiness activities teach skills that children need to develop before they can successfully learn to read and write. These skills are taught through games, songs, fingerplays, stories, and art. The activities are fun, creative and meaningful for the children. The non-threatening and child-oriented experiences children have with these pre-reading and pre-writing skills, the easier time they will have when actually learning to read and write in elementary school.

#### A. Oral language and vocabulary building:

1. Songs, children change and add words
2. Describing pictures
3. Dictating or creating stories
4. Stories read aloud
5. Allowing children to express themselves without interruption
6. Encouraging children to talk at circle and snack time
7. Feltboard stories and puppet shows
8. Rhyming
9. Sharing
10. Naming objects
11. Cause and effect

#### B. Visual discrimination:

1. What is different games
2. Matching games
3. Sorting
4. Noticing differences
5. Patterns
6. Letter recognition
7. Lining children up by visual differences  
(example: different socks, hair color, shoes)
8. Lining up by likeness





C. Visual memory:

1. What is missing games
2. What is added
3. Who is not here today

D. Auditory discrimination:

1. Identifying different sounds
2. Differentiating sounds
3. Listening for changes in sounds
4. Clapping loud and soft
5. Rhythm instruments
6. Marching to music
7. Interpreting music to dance tempos
8. Letter initial sounds (Kinder Kids Only)

E. Auditory memory:

1. Recall of recent events (example: Which song did we sing first today?)
2. Answering questions about the story
3. Listening and naming sounds
4. Reciting days of week, alphabet and poems
5. Songs that are repeated daily, hello songs, goodbye songs

F. Pre-Reading thinking skills:

1. Sorting
2. Classifying
3. Sequencing
4. Recalling
5. Rhyming
6. Problem solving
7. Creating sentences
8. Opposites

KINDER KIDS AND ANIMAL CRACKERS WRITING READINESS ACTIVITIES

A. Development small motor skills, hand-eye coordination, holding skills and basic strokes:

1. Use of scissors, hole punch, pens, pencils, crayons, squeezable glue bottles, play dough, eye droppers, paint brushes
2. All art activities
3. Puzzles
4. Sand play
5. Water play
6. Shaving cream
7. Cornstarch "GOOP"



## MATH READINESS ACTIVITIES FOR KINDER KIDS

Math readiness activities are open-ended and are taught through games, songs, fingerplays, and art projects. These activities offer opportunities for children to acquire pre-math skills through hands-on situations that are both meaningful and fun. Children learn best when they can discover number concepts on their own and when they are allowed to freely experiment without failure or drilling.

1. Sorting
2. Counting, simple addition and subtraction
3. Matching
4. Shape Recognition
5. Number Recognition (1-10)
  - a. Learning numerals (1-10)
  - b. Matching sets with numerals (1-10)
6. Understanding Relationships
  - a. Opposites
  - b. Ordinal numbers (first, second...)
  - c. Sequence
  - d. Comparisons
7. Developing Thinking Skills
  - a. Estimating
  - b. Observing
  - c. Following directions
  - d. Patterning
  - e. Thinking games
8. Other Math Areas
  - a. Graphs
  - b. Fractions
  - c. Simple addition and subtraction



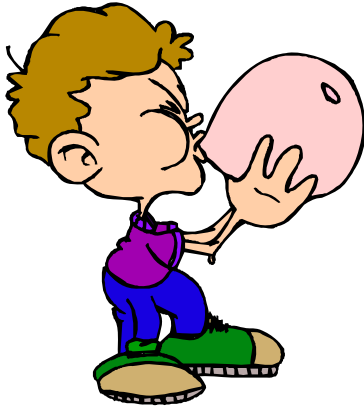
## MATH READINESS ACTIVITIES FOR ANIMAL CRACKERS

Math activities are open-ended and are taught through games, songs, fingerplays, and art projects. These activities offer opportunities for children to acquire pre-math skills through hands-on situations that are both meaningful and fun. Children learn when they can discover number concepts on their own and when they are allowed to freely experiment without failure or drilling.



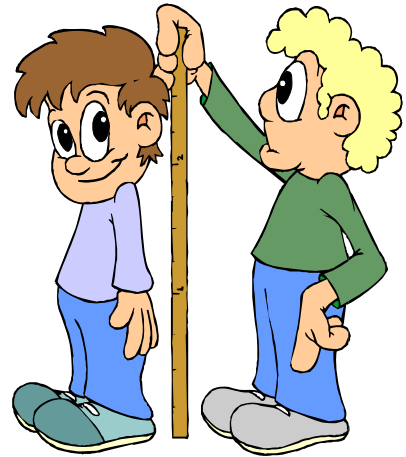
- A. Number concepts
  1. Relating numbers 1-3 to their equivalents
  2. Adding and taking away numbers
- B. Sets
  1. Sorting
- C. Measuring
  1. Using measuring cups in water, sand, beans and bird seed
  2. Using scale to weigh nuts, nails, bolts, etc.
  3. Using thermometer to measure hot and cold
  4. Cooking projects
  5. Spatial relationships
  6. Estimating

## KINDER KIDS AND ANIMAL CRACKERS SCIENCE ACTIVITIES



Exploring:

1. Hot and cold
2. Magnets
3. Light: shadows, colors, density
4. Preschool animals
5. How things grow: year around garden
6. Floating/sinking: water table activities
7. Recycling
8. Things that change
9. Nature
10. Seasons
11. Cooking



## KINDER KIDS AND ANIMAL CRACKERS LARGE MOTOR ACTIVITIES

A. Play yard:

1. Climbing, running, sliding, playing ball
2. Parachute play
3. Bean bag toss
4. Sand box
5. Water play

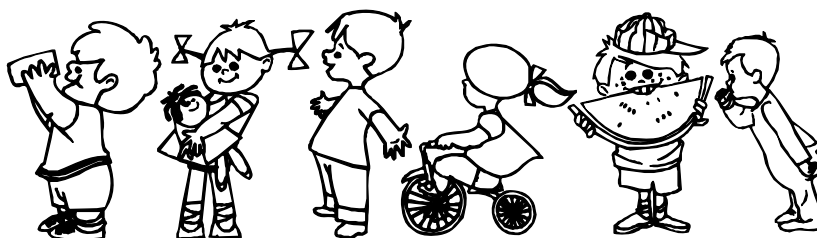
B. Motor lab:

1. Spatial relationships (games that require use of space)
2. Balancing (balance beams)
3. Tumbling
4. Moving to music
5. Moving to visual and auditory commands
6. Parachute
7. Hula Hoops
8. Scarves and ribbons
9. Balancing items on head (bean bags, napkins)
10. Crawling (through tubes and tunnels)
11. Jumping
12. Climbing stairs (up and down)
13. Watching movements in mirrors



## KINDER KIDS AND ANIMAL CRACKERS SOCIAL DEVELOPMENT

- A. Learning to get along with others
  - 1. Learning to solve problems
  - 2. Learning to solve problems without adult intervention
  - 3. Realizing problems can be solved
  - 4. Learning to be kind to other people and animals
  - 5. Learning manners
- B. Learning to get along in the world
  - 1. Learning acceptable eating habits
  - 2. Learning to use appropriate words
  - 3. Realizing that we share our world with others, being considerate
- C. Learning appropriate school or classroom behavior
  - 1. Listening during group time
  - 2. Sitting quietly during group time
  - 3. Following directions
  - 4. Taking turns
  - 5. Making decisions and choices
  - 6. Raising hand to talk during group time
  - 7. Sharing toys and supplies
  - 8. Interacting with other children
  - 9. Interacting with adults other than parents



### EXAMPLES OF TYPES OF LEARNING THAT OCCUR IN OUR DEVELOPMENTAL ART PROGRAM FOR KINDER KIDS AND ANIMAL CRACKERS

- 1. Eye-hand coordination and fine motor skills
- 2. Visual-motor skills
- 3. Control of muscular tension
- 4. Participation in group projects
- 5. Discrimination among different shapes, among different colors, shades and intensities of color, among various sizes and shapes, among various quantities and weights
- 6. Sequencing
- 7. Arranging
- 8. Planning in advance
- 9. Responsibility for materials and surroundings
- 10. Problem solving
- 11. Decision making
- 12. Inventing
- 13. Imagining: awareness of linear patterns, color contrasts, spatial relationships, cause and effect, time, quantity and proportion, texture, measurements, reversibility of process, gravity.

# Look what I am good at?



## People Smart:

### Interpersonal

Sensing others' moods & feelings  
Cooperative games and board games  
Working with friends and new people  
Learning to get along with others:  
\*Solving problems  
\*Solving problems without adult intervention  
\*Realizing problems can be solved  
\*Manners  
Taking turns with toys and supplies



## Music Smart is:

### Musical

Recognition of a melody or rhythm  
Identifying different sounds  
Clapping loud and soft  
Group singing  
Chanting, humming  
Using different instruments



## Body Smart is:

### Bodily-Kinesthetic

Exercise routines  
Obstacle courses  
Hand-eye coordination activities  
Bean bag toss  
Balancing items  
Cutting with scissors  
Sand play and water play  
Shaving cream, Cornstarch  
"Goop"

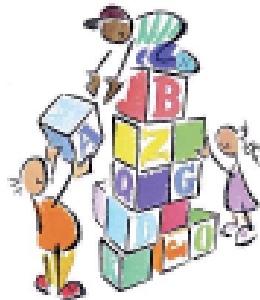


## Picture Smart is:

### Spatial

Imagination games  
Make believe  
What is missing "?" games  
Who is not here today "?" games  
Shape recognition  
Mazes and mapping  
Puzzles  
Creating two dimensional art work  
Creating three dimensional creations

In Our Preschool Room  
**Every Child**  
demonstrates his/her own  
unique styles of learning  
through the  
**Multiple Intelligences.**



## Number and Reasoning Smart is:

### Logical-mathematical

Counting  
Number recognition  
Corresponding quantities  
Graphs  
Matching  
Sorting  
Patterns  
Classifying



## Words Smart is:

### Linguistic

Rhyming words  
Answering questions  
Describing pictures and storytelling  
Recall of recent events  
Opposites  
Dictating stories to adults  
Writing characters and names  
Letter recognition (especially names)  
Initial letter sounds



## Self Smart is:

### Intrapersonal

Self-concept  
Self-control  
Self-care  
Self-planning  
Self-knowledge-knowing, strengths/weaknesses, Likes/dislikes  
Describing: How I feel in a situation



## Nature Smart is:

### Naturalist

Recognizing plants and animals  
Describing what one observes  
Identifying environmental sounds  
Caring for plants-gardening  
Caring for animals



### **Lending Library Program**

We have a “Lending Library” program. Discover the joy of reading together with your child! These special reading opportunities help build valuable school-readiness skills, and encourage a love of reading. What a wonderful way to make memories! Below are some helpful suggestions: Together, slowly and with expression, read the story aloud. Discuss the pictures and their connection to the story. Notice what interests your child and praise him/her for their attention. When you return a book, your child may choose another.

### **Value of Reading Together**

By sharing a book together, an adult shows a child:

1. “I have time for you”  
-Find a quiet place to read
2. “I respect you”  
-Take your time
3. “I care for you”  
-Encourage your child to participate
4. “I love you”  
-Connect the story to your own life
5. “Be silly” (with character voices, etc.)  
-Have fun while using imagination to enhance learning



Reading together is crucial to a child’s development in all areas of learning, and introduces a youngster to the beautiful world around us. When you teach a child to think, he/she can do anything.



**\*\*Please Note: This page is document no. 48594\_S\*\***

## JUST PLAYING

When I'm building in the block room,  
Please don't say I'm "just playing."  
For, you see, I'm learning as I play,  
About balance and shapes.  
Who knows, I may be an architect someday!

When I'm getting all dressed up,  
Setting the table, caring for the babies,  
Don't get the idea I'm "just playing."  
For, you see, I'm learning as I play.  
I may be a mother or a father someday!

When you see me up to my elbows in paint,  
Or standing at an easel, or molding and shaping clay,  
Please don't let me hear  
you say, "He's playing."



When you see me sitting in a chair  
"Reading" to an imaginary audience,  
Please don't laugh and think I'm "just playing."  
For, you see, I'm learning as I play.  
I may be a teacher someday!

When you see me engrossed in a puzzle  
Or some "plaything" at my school,  
Please don't feel the time is wasted in "play."  
For, you see, I'm learning as I play.  
I may be in business someday!

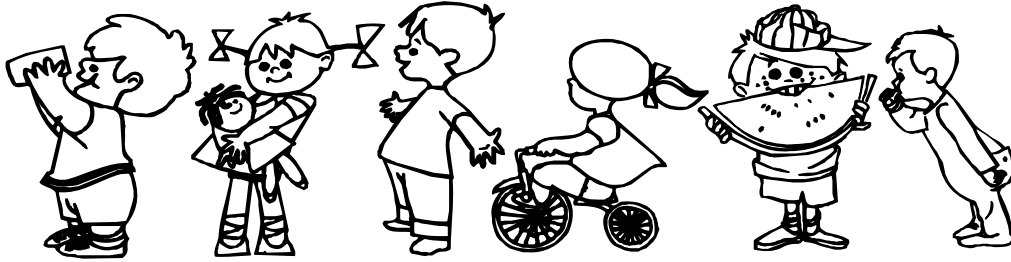
When you see me cooking or tasting foods,  
Please don't think that because I enjoy it,  
It is "just play."  
I'm learning to follow directions and see differences.  
I may be a cook someday!

When you see me learning to skip, hop, run,  
and move my body,  
Please don't say I'm "just playing."  
For, you see, I'm learning as I play.  
I'm learning how my body works.  
I may be a doctor, nurse or athlete someday!

When you ask me what I've done at school today,  
And I say, "I just played."  
Please don't misunderstand me.  
For, you see, I'm learning as I play.  
I'm learning to enjoy and be successful in my work.  
I'm preparing for tomorrow.  
Today I'm a child and my work is play!



## When Your Child Comes Home Messy



Red paint in the hair? Blue paint on the jeans? Sand in the shoes? Peanut butter on the favorite shirt? White socks that look brown? Sleeves a little bit damp?

YOUR CHILD probably...  
worked with a friend, solved a problem  
created a masterpiece, negotiated a difference  
learned a new skill, had a great time  
developed new language skills

YOUR CHILD probably didn't...  
feel lonely, become bored  
do repetitive tasks that are too babyish  
do worksheet tasks that are too easy  
do sit down work that is discouraging

YOU probably...  
Paid good money for those clothes  
Will have trouble getting the red paint out  
Are concerned that the caregiver isn't paying enough attention to your child

THE CAREGIVER probably...  
Was aware of your child's needs and interests  
Spent time planning a challenging activity for the children  
Encouraged the children to try new things  
Put smocks on the children  
Was worried that you might be concerned

Try to remember your favorite activity when you were four years old. Was it outdoor play with water, mud, dress-up clothes, with friends? Young children really learn when they are actively involved in play, not when someone is talking to them. There is a difference between "messy" and "lack of care." The caregiver made sure that your child was fed, warm, took a nap, washed hands after toileting and before eating, and also planned messy fun things to do because that's how young children learn!

Send your child in clothes that can get dirty! Keep extra old clothes at the play site for times when the child gets wet or really messy. If you need to take the child out, bring the dress up clothes and allow time to change. Keep calm. Remember in a few years, teenagers will use your shampoo, mirrors and most of your towels to be clean. But young children need time to be kids. If you have concerns, talk to your child's caregiver about active play.

—Susan Ruane, M.A.



It takes the effort of a village to raise our children.  
Here are some ideas to help you participate in making a better  
today for youth, and a better tomorrow for everyone.

## **50 Ways to Show Kids You Care...**

1. Notice them.
2. Smile a lot.
3. Acknowledge them.
4. Learn their names.
5. Seek them out.
6. Remember their birthdays.
7. Ask them about themselves.
8. Look in their eyes when you talk to them.
9. Listen to them.
10. Play with them.
11. Read aloud together.
12. Giggle together.
13. Be nice.
14. Say yes a lot.
15. Tell them their feelings are okay.
16. Set boundaries.
17. Be honest.
18. Be yourself.
19. Listen to their stories.
20. Hug them.
21. Forget your worries sometimes and concentrate only on them.
22. Notice when they're acting differently.
23. Present options when they seek your council.
24. Play outside together.
25. Surprise them.
26. Stay with them when they're afraid.
27. Invite them over for juice.
28. Suggest better behaviors when they act out.
29. Feed them when they're hungry.
30. Delight in their discoveries.
31. Share their excitement.
32. Send them a letter or postcard.
33. Follow them when they lead.
34. Notice when they're absent.
35. Call them to say hello.
36. Hide surprises for them to find.
37. Give them space when they need it.
38. Contribute to their collections.
39. Discuss their dreams and nightmares.
40. Laugh at their jokes.
41. Be relaxed.
42. Kneel, squat or sit so you're at their eye level.
43. Answer their questions.
44. Tell them how terrific they are.
45. Create a tradition with them and keep it.
46. Learn what they have to teach.
47. Use your ears more than your mouth.
48. Make yourself available.
49. Show up at their concerts, games and events.
50. Find a common interest.

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*These ideas were taken from the handout 150 Ways to Show Kids You Care, from Healthy Families and Healthy Youth.*

*Article provided by the Recreation Services Child Care Program. Look for upcoming articles of the **Recreation Services Family Corner**, for topics pertinent to family and child issues. Do you have any questions, ideas or suggestions? Do you need assistance with Child Care Issues? If so, please contact Toby Librande, Child Care Coordinator at x3203.*

# MILPITAS PRESCHOOL PROGRAM

## EMERGENCY PLAN

The following procedures are for an earthquake or fire evacuation:

- Each preschool teacher will bring the Emergency Binder which contains the following: roll book, emergency cards, medication/allergies list, and money for a pay phone.
- Each preschool teacher will meet the children at a pre-designated area before exiting safely during evacuation.
- One teacher will bring the First Aid Kit.
- One teacher will check the classroom before leaving the building.
- All participants, parents, volunteers, and preschool staff will exit through the playground and into the City's parking lot.
- The preschool teachers will take roll of their own class and check the children for injuries.
- All preschool staff and all class participants will remain in the City employees' parking lot until further notice.
- Parents and volunteers participating in the class during an emergency will follow directions given by the preschool teacher.
- All preschool staff will remain with the children until they are picked up by their parents.
- The emergency wagons will be used to meet the needs of the children and staff.
- After all the children have been picked up, preschool staff will check with their supervisor for further instructions.



# CARE

## *For Your Child*

*Preschool Parents,*

*We look forward to a vibrant  
relationship with you and your  
preschooler.*

*Our goal is to nurture the heart  
of every child. Together we can  
give your little one a secure foun-  
dation for learning with dignity,  
confidence and enthusiasm.*

*Respectfully,*

*The City of Milpitas  
Preschool Director*

